

## DESIGN PRINCIPLES OF COSMETOLOGY

### COURSE DESCRIPTION

This course, which is the second level of cosmetology, prepares students for work-related skills and advancement into the Chemistry of Cosmetology course. Content provides students the opportunity to acquire knowledge and skills in both theory and practical application. Advanced knowledge and skills in hair design, nail artistry, and cosmetic applications will be enhanced in a laboratory setting, which duplicates cosmetology industry standards. Upon completion and acquisition of 600 hours, students are eligible to take the Tennessee Board of Cosmetology manicuring examination for a Tennessee Manicure License.

**Pre-requisite:** Principles of Cosmetology

**Recommended Credits:** 2-3

**Recommended Grade Levels:** 11<sup>th</sup> and 12<sup>th</sup>

**Note (1):** Learning expectations to be completed for two credits are identified with two asterisks (\*\*); those to be completed for three credits are identified with three asterisks (\*\*\*).

## **DESIGN PRINCIPLES OF COSMETOLOGY**

- 1.0 Students will analyze procedures for cleansing and reconditioning the hair and the scalp.
- 2.0 Students will evaluate advanced haircutting techniques.
- 3.0 Students will create harmony using design principles and elements.
- 4.0 Students will evaluate hands and feet for cosmetic procedures.
- 5.0 Students will formulate cosmetic procedures and applications to enhance a client's appearance.
- 6.0 Students will evaluate basic actions of chemicals as they relate to the cosmetology industry.
- 7.0 Students will consult with clients and analyze reasons for non-surgical hair additions and extensions.
- 8.0 Students will appraise the structure and functions of the human body.
- 9.0 Students will relate principles of electricity in the cosmetology industry.
- 10.0 Students will research and compose information concerning entrepreneurial possibilities in the cosmetology industry.
- 11.0 Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.

## **DESIGN PRINCIPLES OF COSMETOLOGY**

### **STANDARD 1.0**

Students will analyze procedures for cleansing and reconditioning the hair and the scalp.

### **LEARNING EXPECTATIONS**

The student will:

- 1.1 Analyze scalp and hair and prescribe cleansing and reconditioning treatments. \*\*
- 1.2 Demonstrate brushing techniques for various services. \*\*
- 1.3 Prescribe scalp and neck manipulations to be administered. \*\*\*

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 1.1.A Conducts a hair and scalp analysis.
- 1.1.B Organizes procedures and selects products to use for cleansing and reconditioning hair and scalp.
- 1.2 Selects and practices correct brushing technique for different diagnosis.
- 1.3.A Demonstrates scalp and neck manipulations for different diagnosis.
- 1.3.B Applies relaxing and stimulating scalp manipulations.
- 1.3.C Incorporates professional terminology into conversations during training activities.

### **SAMPLE PERFORMANCE TASKS**

- Maintain client data information electronically.
- Assess the pH (potential hydrogen) of various products prescribed for specific services.
- Using teams, practice manipulative skills involved in scalp and neck therapeutic massage. Evaluate each team member and collectively as a massage team.
- Working in teams, use the Internet to research web sites for information on massage and effects of massage. Present the information to school, community, and professional groups using electronic media methods.
- Participate in Job Skill Demonstration A competition in Tennessee SkillsUSA-VICA.
- Complete the shampoo portion of the Tennessee State Board of Cosmetology examination.
- Complete the hair brushing portion of the Tennessee State Board of Cosmetology examination.

### **INTEGRATION LINKAGES**

Chemistry, Science, Health, Wellness, Manipulative Skills, Communication Skills, Teamwork Skills, Language Arts, Research and Writing Skills, Internet Navigation, Decision-Making Skills, Critical-Thinking Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Tennessee Occupational Safety and Health

State Board of Education Approved  
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Administration (TOSHA), SkillsUSA-VICA, National Cosmetology Association, Tennessee  
Hairdresser Association, Cosmetic Chemist Association

## **DESIGN PRINCIPLES OF COSMETOLOGY**

### **STANDARD 2.0**

Students will evaluate advanced haircutting techniques.

### **LEARNING EXPECTATIONS**

The student will:

- 2.1 Demonstrate safety procedures using haircutting scissors, razors, clippers, and texture shears. \*\*
- 2.2 Compare sectioning techniques and methods for various haircuts. \*\*
- 2.3 Establish guideline procedures for various haircuts. \*\*
- 2.4 Establish elevations used in various haircuts. \*\*
- 2.5 Consult with clients to explain bone structure and facial shapes relating to haircutting. \*\*\*

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 2.1 Demonstrates the correct handling of haircutting tools.
- 2.2 Illustrates sectioning techniques using bone structure and design.
- 2.3.A Completes 5 haircuts using stationary guideline.
- 2.3.B Completes 5 haircuts using traveling guideline.
- 2.3.C Completes 5 haircuts using a combination of stationary and traveling guidelines.
- 2.4 Creates geometric lines and angles in haircutting.
- 2.5 Completes haircuts in accordance with client's desires, needs, and expectations.

### **SAMPLE PERFORMANCE TASKS**

- Duplicate sectioning patterns on manikins and models.
- Use wire to illustrate elevations on a manikin.
- Research geometric lines and angles in haircutting.
- Visit supply houses and web sites to view new haircutting tools and implements.
- Observe the effect of various elevations and implements used in haircutting and report on the results.
- Use customer relations skills to conduct a haircut consultation
- Participate in Tennessee SkillsUSA-VICA competitions and events.
- Complete the haircut portion of the Tennessee State Board of Cosmetology examination.
- Research new trends in haircutting and develop a presentation to share with other students and community and professional groups.

### **INTEGRATION LINKAGES**

Math, Geometry, Science, Hair Structure, Critical-Thinking Skills, Problem-Solving Skills, Communication Skills, Teamwork Skills, Client Relations, Language Arts, Research and Writing Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Tennessee Occupational Safety and Health Administration (TOSHA), SkillsUSA-VICA, *Professional Development Program*, SkillsUSA-VICA, National Cosmetology Association, Tennessee Hairdressers Association, Tennessee State Board of Cosmetology

## **DESIGN PRINCIPLES OF COSMETOLOGY**

### **STANDARD 3.0**

Students will create harmony using design principles and elements.

### **LEARNING EXPECTATION**

The student will:

- 3.1 Diagram hair designs as creations. \*\*
- 3.2 Research styling and finishing techniques. \*\*
- 3.3 Compose designs using various techniques. \*\*

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 3.1.A Distinguishes facial shapes and uses elements of design to create hairstyles, which will enhance the appearance of the client.
- 3.1.B Composes designs which enhance facial features and body structure.
- 3.1.C Demonstrates various hairstyling techniques.
- 3.2.A Creates an electronic portfolio of styling and finishing techniques.
- 3.2.B Composes an electronic portfolio of designs showing effects of various designs on the appearance of the client.
- 3.3 Combines styling techniques to create new designs.

### **SAMPLE PERFORMANCE TASK**

- Search the Internet and compile different elements of facial profiles, hairstyles, and braids.
- Develop an electronic portfolio showing design principles in cosmetology. The portfolio should show effects of various designs on individuals with different facial features and body structure. Through analysis indicate the designs that enhance each facial feature and body structure type.
- Construct visible and invisible braids.
- Demonstrate pincurl techniques, roller placements, and molding techniques.
- Conduct a field trip to area salons and conduct interviews with designers.
- Write a report on your salon experience and compare to information found at various web sites.
- Conduct a competition on creative styling.
- Participate in Tennessee SkillsUSA-VICA events and competitions.
- Complete the hairstyling portion of the Tennessee State Board of Cosmetology examination.

### **INTEGRATION LINKAGES**

Art, Math, Geometry, Science, Chemistry, Hair Structure and Chemistry, Communication Skills, Teamwork Skills, Language Arts, Research and Writing Skills, Creative-Thinking Skills, Computer Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Tennessee Occupational Safety and Health Administration (TOSHA), SkillsUSA-VICA, *Professional Development Program*, SkillsUSA-VICA, Psychology, Sociology, Tennessee Hairdressers Association, American Cosmetology Association, Cosmetic Chemist Association, Tennessee State Board of Cosmetology



## **DESIGN PRINCIPLES OF COSMETOLOGY**

### **STANDARD 4.0**

Students will evaluate hands and feet for cosmetic procedures.

### **LEARNING EXPECTATIONS**

The student will:

- 4.1 Assess sanitary and safety precautions necessary for the application of artificial nails. \*\*
- 4.2 Organize, use, and care for implements, tools, equipment, cosmetics, and materials used in artificial nail application and nail artistry. \*\*
- 4.3 Evaluate different types of nail tips, wraps, and acrylic applications. \*\*
- 4.4 Evaluate the correct removal application for each nail service technique. \*\*\*

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 4.1 Employs proper sanitary and safety precautions through proper decontamination and infection control procedures.
- 4.2.A Demonstrates proper use of implements, tools, and equipment for artificial nail application and nail artistry.
- 4.2.B Demonstrates proper use of cosmetics and materials used in artificial nail application and nail artistry.
- 4.3.A Applies 100 nail tips to various shapes of nails.
- 4.3.B Applies 100 nail wraps using various materials.
- 4.3.C Applies 50 acrylic applications using various products.
- 4.4.A Removes 10 sets of nail tips.
- 4.4.B Removes 10 sets of nail wraps.
- 4.4.C Removes 10 sets of acrylic applications.

### **SAMPLE PERFORMANCE TASK**

- Set up the work area for various artificial nail applications.
- Use Internet navigation to locate new products and application techniques in artificial nail application.
- Build acrylic nails on practice sheets, setting standards for finished products and timed application.
- Create a nail display demonstrating nail artistry.
- Complete nail extensions using 30 minutes as a target time frame.
- Observe manufacturer representatives invited to demonstrate products and procedures.
- Participate in nail artistry competitions.
- Complete the nail artistry portion of the Tennessee State Board of Cosmetology examination.
- Participate in the Nail Care competition in Tennessee SkillsUSA-VICA.

### **INTEGRATION LINKAGES**

Math, Geometry, Art, Communication Skills, Teamwork Skills, Language Arts, Research and Writing Skills, Manipulative Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Tennessee Occupational Safety and Health Administration (TOSHA), Psychology, Sociology, Science, Computer Skills, Internet Navigation, SkillsUSA-VICA, American Cosmetology Association, Tennessee Hairdressers Association, Cosmetic Chemist Association, Tennessee State Board of Cosmetology

## **DESIGN PRINCIPLES OF COSMETOLOGY**

### **STANDARD 5.0**

Students will formulate cosmetic procedures and applications to enhance a client's appearance.

### **LEARNING EXPECTATIONS**

The student will:

- 5.1 Research the histology of the skin. \*\*
- 5.2 Complete and record an analysis of the skin. \*\*
- 5.3 Evaluate methods of hair removal. \*\*
- 5.4 Appraise the skin and bone structure for cosmetic application. \*\*\*

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 5.1.A Engages in Internet navigation to research the skin.
- 5.1.B Sketches and/or constructs the structure and compositions of the skin.
- 5.1.C Relates skin structure to aesthetic approaches used in the cosmetology industry.
- 5.2.A Relates sanitary and safety procedures necessary for protection of the aesthetician, the client, and the environment.
- 5.2.B Evaluates various types and characteristics of the skin.
- 5.2.C Evaluates environmental effects on various types of skin.
- 5.3.A Compares the various types of hair removal and effects each have on the skin.
- 5.3.B Demonstrates the proper use of physical means of hair removal.
- 5.3.C Demonstrates the proper use of chemical means of hair removal.
- 5.3.D Researches the use of electronic devices as means of hair removal.
- 5.4.A Formulates cleansing program and selects products for various types of skin.
- 5.4.B Formulates moisturizing program and selects products for various types of skin.
- 5.4.C Determines color enhancement application based on bone structure.
- 5.4.D Demonstrates corrective makeup application procedure for various facial types.

### **SAMPLE PERFORMANCE TASKS**

- Locate and bookmark web site locations concerning the skin.
- Set up science projects to prove growth of bacteria in contaminated cosmetic products.
- Develop charts to show skin types and characteristics and indicate appropriate corrective treatments and types of products.
- Compare the condition of skin that has received sun exposure with skin that has remained protected from the sun.
- Invite a dermatologist to speak and show slides of various skin disorders and diseases caused by environmental conditions. Research the Internet for information concerning environmental effects on the skin and produce an electronic media presentation to share with school, community, and professional groups.
- Develop and maintain electronic client data files.

- Perform a mock glamour session, making before and after photographs.
- Invite a makeup artist to discuss correct techniques for theater, magazines, and television makeup applications.
- Develop an integrated project with science and health to show environmental effects on skin and how the results effect quality of life. Share the project with school, community, and professional groups.

### **INTEGRATION LINKAGES**

Art and Design, Math, Geometry, Communication Skills, Teamwork Skills, Language Arts, Writing Skills, Research Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Tennessee Occupational Safety and Health Administration (TOSHA), Chemistry, Psychology, Sociology, Science, Computer Technology, Internet Navigation, Tennessee Hairdressers Association, SkillsUSA-VICA, National Cosmetology Association, Cosmetic Chemist Association, Dermatology, American Cancer Society, American Association of Aesthetics, Tennessee Health Department, Tennessee State Board of Cosmetology

## **DESIGN PRINCIPLES OF COSMETOLOGY**

### **STANDARD 6.0**

Students will evaluate basic actions of chemicals as they relate to the cosmetology industry.

### **LEARNING EXPECTATIONS**

The student will:

- 6.1 Consult with clients to determine their needs and preferences in chemically texturing the hair. \*\*
- 6.2 Examine the structural changes of the hair after the application of chemical services. \*\*\*
- 6.3 Evaluate color principles. \*\*
- 6.4 Analyze the pH (potential hydrogen) of products. \*\*\*
- 6.5 Select sanitation and safety precautions necessary for chemical applications. \*\*

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 6.1.A Demonstrates re-texturing by applying permanent wave solution.
- 6.1.B Demonstrates re-texturing by applying chemical relaxers.
- 6.1.C Demonstrates re-texturing by applying various methods of hair coloring.
- 6.2.A Analyzes hair to determine texture, porosity, and elasticity.
- 6.2.B Selects chemicals for the procedure based on hair analysis.
- 6.2.C Compares hair structure prior to chemical application and after chemical application.
- 6.2.D Prescribes after-care products.
- 6.3.A Researches how color affects individuals.
- 6.3.B Analyzes the color wheel.
- 6.3.C Evaluates various color products to determine the base color of the product line.
- 6.3.D Mixes, applies, and records results of color.
- 6.4 Evaluates products to determine pH (potential hydrogen) effects on hair.
- 6.5 Selects sanitary and safety measures to use during chemical applications.

### **SAMPLE PERFORMANCE TASK**

- Perform mock applications of permanent wave solution, chemical relaxer, and hair color on mannequins and clients, employing all sanitation and safety measures.
- Record electronically the structural change of the hair on client's data form.
- Interpret results and record chemical services on client record card.
- Construct a color wheel.
- Compare color levels by composing a level system display.
- Rate the strength of chemicals according to the pH (potential hydrogen) scale.
- Evaluate the effects of chemicals according to the pH (potential hydrogen) level.
- Organize an integrated community service project to assist elementary and middle school students to understand color. The students may use play dough to demonstrate theory of primary and secondary colors. Materials of various shades of color may be

used to show the various effects of the same color mixture on different colors. The students may read a book about color to the elementary and middle school students.

### **INTEGRATION LINKAGES**

Art, Color Theory, Math, Geometry, Communication Skills, Teamwork Skills, Language Arts, Research and Writing Skills, Technical Writing, Secretary's Commission on Achieving Necessary Skills (SCANS), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Tennessee Occupational Safety and Health Administration (TOSHA), Psychology, Sociology, Science, Chemistry, Computer Technology, Internet Navigation, SkillsUSA-VICA, Tennessee Hairdressers Association, National Cosmetology Association, Cosmetic Chemist Association, Tennessee State Board of Cosmetology

## **DESIGN PRINCIPLES OF COSMETOLOGY**

### **STANDARD 7.0**

Students will consult with clients and analyze reasons for non-surgical hair additions and extensions.

### **LEARNING EXPECTATIONS**

The student will:

- 7.1 Compare structure and quality of various types of wigs and hair additions. \*\*
- 7.2 Calculate measurements for customizing and fitting a wig. \*\*\*
- 7.3 Evaluate the different types of hair extension designs. \*\*
- 7.4 Evaluate products used in caring for wigs and hair extensions. \*\*
- 7.5 Design styles using wigs, hair additions, and hair extensions. \*\*\*
- 7.6 Relate sanitation and safety precautions to incorporating wigs and hair additions into designs. \*\*

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 7.1.A Illustrates the match test to determine quality and differences between synthetic and human hair.
- 7.1.B Cleans wigs and extensions and records results and effects.
- 7.2.A Calculates and records measurements for fitting a wig.
- 7.2.B Places an order for a wig.
- 7.2.C Fits and adjusts the wig to client's bone structure.
- 7.2.D Arranges and blends client's hair into the style of the wig.
- 7.3.A Creates an electronic portfolio of hair extension designs.
- 7.3.B Designs various styles using hair extensions.
- 7.3.C Demonstrates various methods of attaching hair additions and extensions.
- 7.4.A Compares the pH (potential hydrogen) of products.
- 7.4.B Records the effects of various products on different qualities of wigs and hair extensions.
- 7.5.A Creates styles on wigs and fits to clients.
- 7.5.B Selects the type of hair additions used to add fullness.
- 7.5.C Selects the type of hair additions used to add length.
- 7.5.D Appraises designs using hair extensions based on client's bone structure and facial shape.
- 7.6 Demonstrates sanitation and safety precautions to protect the client, the designer, and the environment.

### **SAMPLE PERFORMANCE TASK**

- Participate in the Look Good, Feel Good Program through the National Cosmetology Association.

- Research the Internet for companies that offer wig sales and evaluate materials used in construction, quality, client comfort, guarantees, and costs.
- Participate in a clinic on artificial hair services.
- Participate in a design competition.

**INTEGRATION LINKAGES**

Art, Math, Geometry, Communication Skills, Teamwork Skills, Language Arts, Research and Writing Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Tennessee Occupational Safety and Health Administration (TOSHA), Psychology, Sociology, Wellness, Computer Technology, Internet Navigation, Tennessee Hairdresser Association, National Cosmetology Association, Cosmetic Chemist Association, American Cancer Society, SkillsUSA-VICA, Tennessee State Board of Cosmetology



## **DESIGN PRINCIPLES OF COSMETOLOGY**

### **STANDARD 8.0**

Students will appraise the structure and functions of the human body.

### **LEARNING EXPECTATIONS**

The student will:

- 8.1 Examine the building blocks of the human body. \*\*
- 8.2 Differentiate between basic body systems. \*\*
- 8.3 Evaluate body structure as it relates to the cosmetology industry. \*\*

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 8.1.A Researches and diagrams cells, tissues, organs, and systems of the human body.
- 8.1.B Relates cells, tissue, organs, and systems to the cosmetology industry.
- 8.2 Illustrates how systems of the body operate.
- 8.3 Appraises various body structures and relates to the aesthetic appearance of the individual.

### **SAMPLE PERFORMANCE TASK**

- Use Internet navigation procedures to locate illustrations of the integrated functions of parts of the body.
- Research the role of cosmetologists in comparison to the role of medical personnel.
- Research dietary effects on skin, hair, and nails.
- Sketch the bones, nerves, and muscles on shaved mannequin heads.
- Listen to and question a guest speaker from the medical profession.
- Present various fashion ensembles on different body structure types.
- Prepare a fashion and design show to illustrate the effects of clothing and hairstyles on various body structures.
- Develop an integrated project with health, biology, and wellness classes to research body systems.
- Read stories to elementary students concerning the human body. Working in teams, have student lay down on newspress paper and outline each student's body. Ask the student to take the drawing and place inside the body the body systems.

### **INTEGRATION LINKAGES**

Art, Wellness, Biology, Health, Math, Food and Nutrition, Communication Skills, Teamwork Skills, Language Arts, Research and Writing Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Tennessee Occupational Safety and Health Administration (TOSHA), Psychology, Science, Computer Technology, Internet Navigation Skills, Medical Terminology, Therapeutic Massage, Anatomy and Physiology, American Medical Association, Tennessee Department of Health, National Cosmetology Association, Tennessee Hairdresser Association, SkillsUSA-VICA, Tennessee State Board of Cosmetology

## **DESIGN PRINCIPLES OF COSMETOLOGY**

### **STANDARD 9.0**

Students will relate principles of electricity to the cosmetology industry.

### **LEARNING EXPECTATIONS**

The student will:

- 9.1 Assess safety procedures to perform during the use of electrical devices. \*\*
- 9.2 Analyze Ohm's law and its relation to the cosmetology industry. \*\*\*
- 9.3 Detail the effects of electricity in relation to cosmetic treatments. \*\*\*
- 9.4 Evaluate light therapy in providing skin care services. \*\*

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 9.1 Operates electrical equipment using all safety precautions.
- 9.2 Explains the relationship of Ohm's law to services performed in the cosmetology industry.
- 9.3 Evaluates the effects of electrical treatment on the skin.
- 9.4.A Researches laser treatments.
- 9.4.B Illustrates the effects of light rays on the skin.

### **SAMPLE PERFORMANCE TASK**

- Conduct a safety inspection of electrical devices.
- Demonstrate light therapy treatments.
- Participate in a discussion with a dermatologist on effects of electrical currents, lasers, and light rays on the skin.
- Invite an aesthetician to present job requirements and salary ranges of positions in medical offices pertaining to the cosmetology industry.
- Visit a laser surgery facility.
- Develop an integrated project with physics, electronics, and health to research the development and future trends of cosmetic and laser surgery pertaining to the cosmetology industry.

### **INTEGRATION LINKAGES**

Electricity and Electronics, Math, Light Therapy, Laser Surgery, Communication Skills, Teamwork Skills, Language Arts, Research and Writing Skills, Secretary's Commission on achieving Necessary Skills (SCANS), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Tennessee Occupational Safety and Health Administration (TOSHA), Psychology, Science, Computer Technology, Laser Technology, Internet Navigation Skills, Therapeutic Massage, Anatomy and Physiology, Tennessee Hairdressers Association, National Cosmetology Association, SkillsUSA-VICA,

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Tennessee Health Department, National Association of Aesthetics, SkillsUSA-VICA,  
Tennessee State Board of Cosmetology

## **DESIGN PRINCIPLES OF COSMETOLOGY**

### **STANDARD 10.0**

Students will research and compose information concerning the entrepreneurial possibilities in the cosmetology industry.

### **LEARNING EXPECTATIONS**

The student will:

- 10.1 Examine information through salon publications and the Internet concerning trends and technology in the cosmetology industry. \*\*
- 10.2 Design a business plan for a selected area in the cosmetology industry. \*\*\*
- 10.3 Evaluate various retail products commonly sold in the styling salon for profit margins. \*\*

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 10.1.A. Develops reports on educational events found in publications and on the Internet.
- 10.1.B Prepares a presentation on trends in the cosmetology industry.
- 10.1.C Prepares a projection chart to indicate future trends and the use of technology in the cosmetology industry.
- 10.2.A Constructs a business plan for opening a new business or purchasing an existing business or working free lance in the medical industry pertaining to the cosmetology industry.
- 10.2.B Develops projected income and estimates profit margins.
- 10.3.A Researches retail items.
- 10.3.B Locates vendors and sets up mock accounts.
- 10.3.C Composes a marketing plan for retail items.

### **SAMPLE PERFORMANCE TASK**

- Attend an educational event presenting information on salon management, free lance, and contract work.
- Conduct interviews with business owners and managers.
- Invite a panel of business owners, managers, and graduates to present on what is needed to develop a successful business.
- Use computer programs to design a business plan.
- Design a display for effective retailing of various items sold in the cosmetology industry.
- Dramatize effective retailing in the cosmetology industry.
- Calculate profit or loss statements.

## **INTEGRATION LINKAGES**

Art, Marketing, Math, Accounting, Video Production, Tax Laws, Internal Revenue Service, Communication Skills, Teamwork Skills, Language Arts, Research and Writing Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA), Tennessee Occupational Safety and Health Administration (TOSHA), Psychology, Computer Technology Skills, Internet Navigation Skills, SkillsUSA-VICA *Professional Development Program*-Level II, SkillsUSA-VICA, National Cosmetology Association, Tennessee Hairdressers Association, Tennessee State Board of Cosmetology, Cosmetic and Reconstructive Surgery, Light Therapy, Massage Therapy

## **DESIGN PRINCIPLES OF COSMETOLOGY**

### **STANDARD 11.0**

Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.

### **LEARNING EXPECTATIONS**

The student will:

- 11.1 Exhibit positive leadership skills. \*\*
- 11.2 Participate in SkillsUSA-VICA as an integral part of classroom instruction. \*\*
- 11.3 Assess situations and apply problem-solving and decision-making skills to client relations in the community, and workplace. \*\*
- 11.4 Demonstrate the ability to work cooperatively with others in a professional setting. \*\*

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 11.1.A Demonstrates character, leadership, and integrity using creative and critical-thinking.
- 11.1.B Develops a partnership with a business in the cosmetology industry.
- 11.1.C Researches the Internet to locate national community projects relating to the cosmetology industry and organizes and presents information in electronic format to school, community and professionals groups.
- 11.2.A Applies the points of the creed to personal and professional situations.
- 11.2.B Participates and conducts meetings and other business according to accepted rules of parliamentary procedure.
- 11.3. Analyzes situations in the workplace and uses problem-solving techniques to solve the problem.
- 11.4.A Participates in a community service project.
- 11.4.B Assists with an officer campaign with Tennessee SkillsUSA-VICA.
- 11.4.C Job shadows or interns in an establishment in the cosmetology industry.

### **SAMPLE PERFORMANCE TASKS**

- Create a leadership inventory and use it to conduct a personal assessment.
- Participate in various SkillsUSA-VICA programs and/or competitive events.
- Evaluate an activity within the school, community, and/or workplace and project effects of the project.
- Implement an annual program of work.
- Prepare a meeting agenda for a SkillsUSA-VICA monthly meeting.
- Attend a professional organization meeting such as, Tennessee Hairdressers Association.
- Participate in the American Spirit Award competition with SkillsUSA-VICA.
- Organize a partnership with the Look Good, Feel Good Program through the National Cosmetology Association.
- Completes *Professional Development Program-Levels I and II*, SkillsUSA-VICA.

## **INTEGRATION LINKAGES**

SkillsUSA-VICA, *Professional Development Program*, SkillsUSA-VICA, Communications and Writing Skills, Teambuilding Skills, Research, Language Arts, Sociology, Psychology, Math, Math for Technology, Applied Communications, Social Studies, Problem Solving, Interpersonal Skills, Employability Skills, Critical-Thinking Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), Chamber of Commerce, Colleges, Universities, Technology Centers, and Employment Agencies, National Cosmetology Association, Tennessee Hairdressers Association, Tennessee Cosmetology Association, American Cancer Society, Tennessee State Board of Cosmetology